

Facilitator's Guide



Workplace Bullying Awareness

Presented by:



Great-West Life
Centre for
Mental Health
in the Workplace

www.workplacestrategiesformentalhealth.com

Slide 2 - What is workplace bullying?

What is workplace bullying?

Bullying is usually seen as acts or verbal comments that could "mentally" hurt or isolate a person in the workplace.

Bullying usually involves repeated incidents or a pattern of behaviour intended to intimidate, offend, degrade or humiliate.

Employers have a general duty to protect employees from risks at work.

Adapted from the Canadian Centre for Occupational Health and Safety

www.workplacesaferformentalhealth.com All facts and resources are available to anyone, at any time, at no charge.

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Employers have a general duty to protect employees from risks at work.

Adapted from the Canadian Centre for Occupational Health and Safety

Suggested wording for the facilitator

The Canadian Centre for Occupational Health and Safety* offers this information related to workplace bullying:

- Bullying is usually seen as acts or verbal comments that could mentally hurt or isolate a person in the workplace.
- Bullying usually involves repeated incidents or a pattern of behaviour that is intended to intimidate, offend, degrade or humiliate a particular person or group of people.
- Employers have a general duty to protect employees from risks at work. This duty can mean both physical harm and mental health.

*Source: www.ccohs.ca/oshanswers/psychosocial/bullying.html

Slide 3 - Creating awareness about bullying

Suggested wording for the facilitator

According to the Canadian Centre for Occupational Health and Safety*, it "is sometimes hard to know if bullying is happening at the workplace. Many studies acknowledge that there is a 'fine line' between strong management and bullying."

Many workplace bullies, including those in both management and union roles, aren't aware that their behaviour may have been experienced as harmful by co-workers or direct reports.

Today we want to improve our awareness by asking ourselves questions that help prompt us to think about our own behaviors and reactions and how they might be experienced by others. The goal in asking these questions is to consider our own role in enabling or eliminating workplace bullying and ultimately to develop norms where everyone can work together safely.

As the slide implies, what someone may experience as bullying or hurtful behaviour, we may not actually have *intended* as harmful. In fact, we can be quite shocked at this interpretation of what we said or did. This is the difference between our intentions and someone else's perception.

We also may not recognize when we are making assumptions about the intentions of others. This can create a dynamic whereby we interpret or experience otherwise common behaviour as hurtful. By examining our assumptions and choosing how we react to them, we may be able to build resilience against the debilitating effects of being exposed to bullying behaviour.

When we are witnessing bullying, a role described as the bystander, we may not feel equipped or authorized to intervene. This is especially true when the person exhibiting the

Creating awareness about bullying

- Bullying behaviour = Perception vs Intention
- Targets of bullying = Checking Assumptions
- Bystander influence = Moral Courage
- Agreement document = developing norms

www.ccohs.ca/oshanswers/psychosocial/bullying.html All tools and resources are available to anyone, at any time, day or night.

bullying behaviour has more power or rank than we do. Some who do intervene may do so in such a forceful and intimidating manner. They are actually using the same bullying behaviours they are trying to stop.

Learning to have a respectful confrontation can make a huge difference in any workplace. We will talk about what this may look like, as well as how to develop norms that are agreed upon and reinforced by bystanders.

So I ask that you remain open minded. I don't believe most of us would ever intend to bully or invite someone to bully us, but be open to the idea that it is possible we may do it on a subconscious level.

I will walk you through a series of questions and I want you to be as objective and honest about your answers as you can be. You only need to share what you are comfortable sharing. The rest is just for your own reflection.

I also ask that you not judge the answers of others who may be understanding how they impact others for the first time. What is discussed in this session, in terms of personal reflection, stays in this session. Is there anyone who is unable to agree to this?

*Source: www.ccohs.ca/oshanswers/psychosocial/bullying.html

Slide 4 - But I never meant it that way... PERCEPTION VS INTENTION



Suggested wording for the facilitator

Our first area of exploration is the difference between our almost always good intentions and the sometimes unexpected perceptions of others. With each question, try to answer as if you were an objective observer of your own behaviour – what you actually would see or hear if you were observing – and don't dwell on the thoughts or emotions you might be experiencing at the same time.

Note to the facilitator

The idea in this section of slides is to create self-awareness, without necessarily calling it bullying. Most of us would never, ever intentionally bully. Most of us would also never, ever think we could contribute to our role as a target of bullying. And, most of us never, ever think it is our fault if bullying happens to someone else.

By talking about behaviours without labeling them as bullying, we can help people to open up to the possibility that their intentions may not be the same as the perceptions of others. If we focus on the bullying, it is not unusual for people to resist considering themselves in this exercise.

Use as many of the following question slides as you have time for in your session while leaving time to cover the sections on Checking Assumptions and Moral Courage. If necessary, you can leave the last section – Working Agreement – for another session.

Slide 5 - Perception vs Intention

How do you interact with others when you are frustrated at work? What would they see or hear?

Suggested wording for the facilitator

In your workbook, write out your answer to these two questions. Once everyone has finished writing, compare your answers with others at your table.

The first questions are, How do you interact with others when you are frustrated at work? What would they see or hear? Please avoid writing or discussing how you feel or think while frustrated. We want to keep this to what others would see or hear.

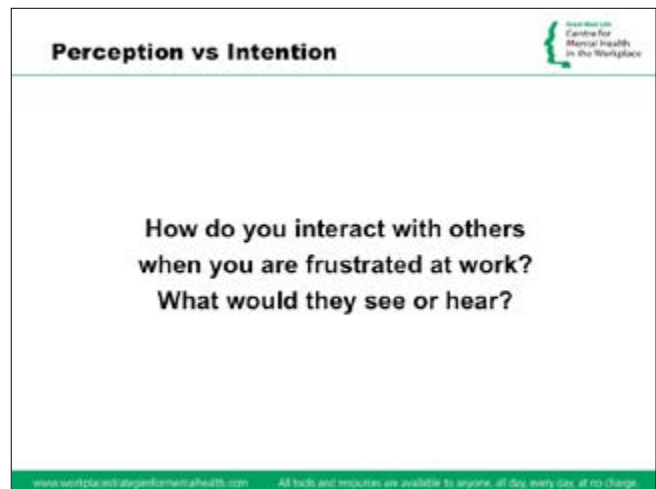
Note to the facilitator

You don't need every participant to share their answers and some will just not feel comfortable to share any. Don't force this.

After you ask for volunteers to share answers, discuss how these behaviours might be interpreted by others as intimidating, bullying or harassing behaviours. Point out that this is the difference between our intention and the perception of others.

e.g. For those who go into their office and close the door, others may perceive this as shunning or isolating. They may feel that they are being discussed behind closed doors.

e.g. For those who get more detailed when they are frustrated in an attempt to make sure things get done well, others may perceive this as micromanaging or a lack of trust.



The slide is titled "Perception vs Intention" and features the logo of the National Centre for Mental Health in the Workplace in the top right corner. The main text on the slide asks: "How do you interact with others when you are frustrated at work? What would they see or hear?". At the bottom of the slide, there is a small green bar containing the text: "www.workplace.melb.org.au/mentalhealth.com All tools and resources are available to anyone, at any time, in any place, at no charge."

Slide 6 - Perception vs Intention

What could be an alternative approach to managing frustration at work, that would be less likely interpreted as bullying?

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Suggested wording for the facilitator

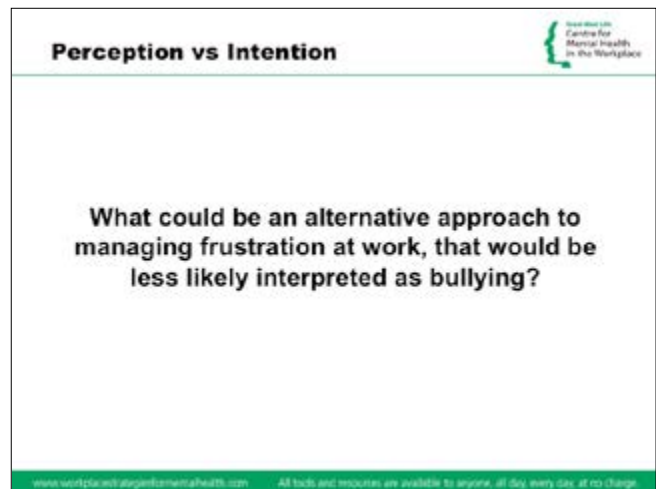
In your workbook, write out as many answers to this question as you can in one minute. [Time them and let them know when one minute is up.]

Thank you. Now please compare your answers with others at your table. At each table choose two answers to share with us. One that you think is innovative and one that you think is practical.

Note to facilitator

Give participants at least five minutes to discuss ideas. Ask each table to share their two answers as everyone can benefit from better ways to deal with frustrations. If you have time and after each table has had their turn, ask if anyone has another that they want to share.

You may want to wrap up this one by suggesting that we can all be more aware of the perceptions of others to help avoid being accused of bullying.

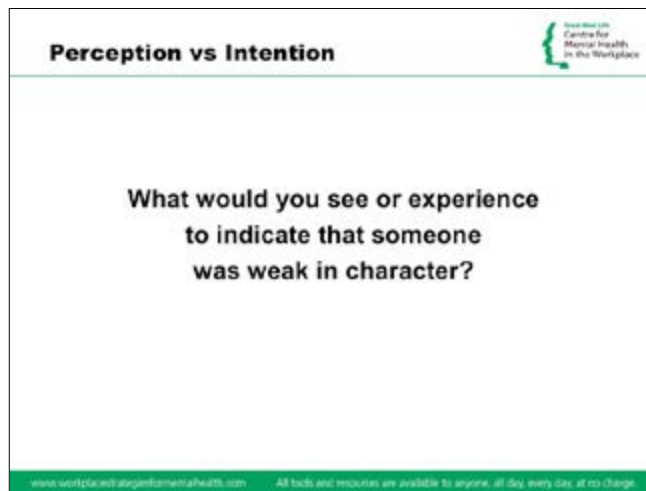


Perception vs Intention

What could be an alternative approach to managing frustration at work, that would be less likely interpreted as bullying?

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Slide 7 - Perception vs Intention



Perception vs Intention

What would you see or experience to indicate that someone was weak in character?

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What would you see or experience to indicate that someone was weak in character?

Suggested wording for the facilitator

What would you see or experience that would indicate someone was weak in character?

[List these on a flip chart if available, or write them down to read back to the group.]

Note to the facilitator

Do not invite or offer comment on any of the answers because this is just to help people gain an understanding of the characteristics of who we might identify as weak. There are no right or wrong answers.

When done writing, move on to the next slide.

Slide 8 - Perception vs Intention

What would you see or experience to indicate that someone was strong in character?

Suggested wording for the facilitator

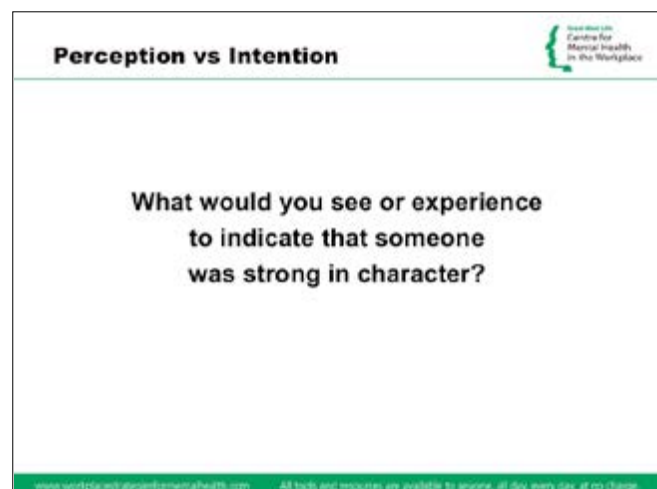
What would you see or experience that would indicate someone was strong in character?

[List these on a flip chart if available, or write them down to read back to the group.]

Note to the facilitator

Do not invite or offer comment on any of the answers because this is just to help people gain an understanding of the characteristics of who we might identify as strong. There are no right or wrong answers.

When done writing, move on to the next slide.



Perception vs Intention

What would you see or experience to indicate that someone was strong in character?

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Slide 9 - Perception vs Intention

Perception vs Intention

How do you interact with the person you perceive to be the weakest on your work team?

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How do you interact with the person you perceive to be the weakest on your work team?

Suggested wording for the facilitator

Describe what might be labelled a weak character. If you were interacting with the person who had these characteristics, what would you be saying or doing? Write this down in your workbook. You will not have to share your answers, but please be as honest as possible.

When you are done, have a conversation at your table about why we might interact differently with someone we perceive to be weak.

Note to the facilitator

Again, don't force people to share. Just ask if anyone wishes to share so that those who are comfortable can do so. If the opportunity arises, discuss how these interactions may be perceived by the person receiving them.

Slide 10 - Perception vs Intention

How might you interact differently with a person you perceive to be strong and confident?

Suggested wording for the facilitator

Describe what might be labelled a strong character. If you were interacting with the person who had these characteristics, what would you be saying or doing? Write this down in your workbook. You will not have to share your answers, but please be as honest as possible.

When you are done, have a conversation at your table about why we might interact differently with someone we perceive to be strong and how this differs from how we interact with those we perceive to be weak.

Note to the facilitator

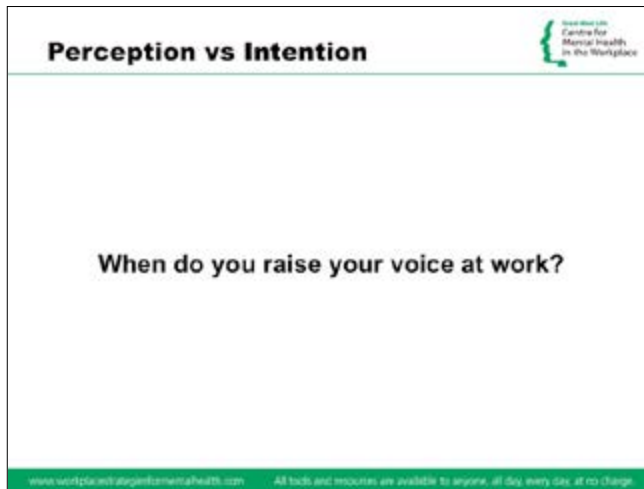
Again, don't force people to share. Just ask if anyone wishes to share so that those who are comfortable can do so. If the opportunity arises, discuss how these interactions may be perceived by the person receiving them.

Perception vs Intention

How might you interact differently with a person you perceive to be strong and confident?

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Slide 11 - Perception vs Intention



When do you raise your voice at work?

Suggested wording for the facilitator

We all raise our voice from time to time. When someone is in danger, when we are trying to be heard over noise, when someone is hard of hearing, or when emotions are running high.

Some do it a real booming way like "Get out of my way!" and others just sound more high-pitched like "Never mind, I'll do it myself!"

Think about if and when you might do either of these.

Write your answer to this question in your workbook and when everyone is done, we will share our answers.

Note to the facilitator

Explore the answers to this question from those who volunteer to share.

If it doesn't come up, share that some people are triggered by any raised voice. It could relate to a sensitivity to noise, a childhood trauma or the perception of intimidation or bullying.

A follow up question could be to ask when it is absolutely necessary to raise your voice at work. Then ask if it is reasonable to request that other than in those circumstances (i.e. emergency, warning someone of danger), people refrain from doing this.

You may also want to facilitate a discussion about stress management strategies that the participants could use at work that would reduce the impulse to raise their voice.

Slide 12 - Perception vs Intention

When are you more passionate or animated?
What might that look like to others?

Suggested wording for the facilitator

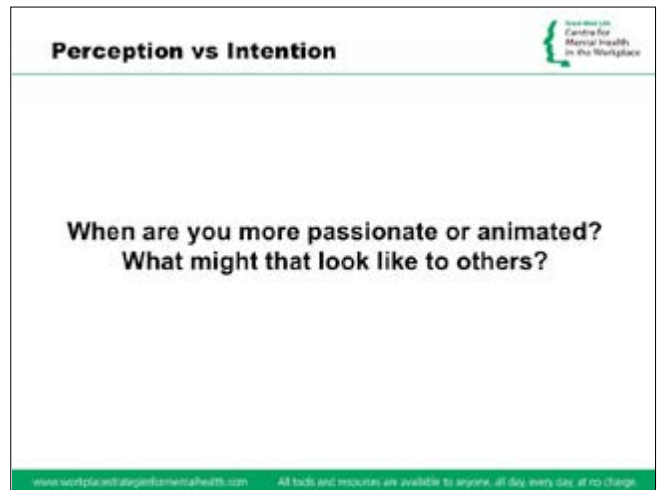
Many of us get excited about ideas or feel righteous about perceived injustices. When we feel passionate about something, how might others experience our words and behaviours?

Example: When I get excited about ideas, I might blurt out or interrupt others. I see it as passion, but others may see it as rude, dismissive, or aggressive. If I am not able to always contain myself, I could at least recognize when I have done this and apologize.

Take a moment to write down how you might behave when you are passionate about an idea or injustice. When you are done, discuss how your behaviours may be interpreted by others and what you can do if they are misinterpreted.

Note to the facilitator

This is another opportunity to explore the difference between our intention – to express passion – and the perception of others. Help your participants make that connection and develop strategies to be more aware in the moment.



Slide 13 - Perception vs Intention

When do you refuse or avoid engaging with others at work?

Suggested wording for the facilitator

Please write down your answer to this question. You may never refuse to work with others, but it is likely you spend less time engaging with some people on your team. Write down why that is.

[After they have had enough time to record their answers:]

It is not a requirement that we like everyone that we work with. It is a reasonable expectation, however, that we engage in a respectful and professional manner with other employees.

When we are annoyed by or just don't have time for someone, we may ignore or avoid them. The individual may feel like we are shunning or isolating them. If they also have a disability, this could be interpreted as discrimination.

What I would like you to discuss now is how we might better interact with people who we may experience as difficult or uncomfortable to be around. We will take up one or two answers from each table.

Note to the facilitator

Validate that we all can feel uncomfortable around certain people from time to time. The only thing we are asking for here is how to be professional and respectful. Help the participants to share practical ideas that are not likely to be too difficult for them to do.



Slide 14 - Perception vs Intention

When do you expect people to simply follow directions and when do you invite collaboration?

Suggested wording for the facilitator

Please write down your answer to this question.

[After they have had enough time to record their answers:]

Collaboration can be a useful process, but sometimes we just need to be clear about directions and get the job done. Sometimes there is no room for discussion. What makes it challenging for employees is when they are never sure which approach will be used.

If we can manage expectations by stating when collaboration will be sought and when there is a need to simply follow directions, we can avoid some of the stress and misunderstanding that comes from mixed messages.

In your group, try to establish those situations that will absolutely involve collaboration, those that will absolutely require following direction and finally, those that could be either. Once you have a short list of the three – come up with clear communication to others about why each is the way it is. We will take up your three communications when you are done.

Note to the facilitator

Depending on the time you have available, you can ask each group to share or you can ask for one example of a communication for each of collaboration, when it is strictly a direction and when it could be either.

Once this is done, you can wrap it up by saying it takes a certain level of emotional intelligence to do this effectively because we not only have to be self-aware, we also need to be able to consider how others might interpret our behaviours.



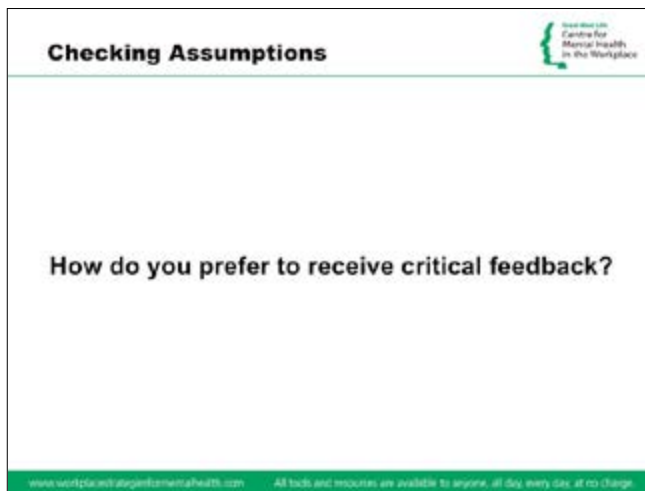
Slide 15 - They are out to get me... CHECKING ASSUMPTIONS



Suggested wording for the facilitator

We have examined how our behaviours may be perceived by others quite differently than what we had intended. Now we will look at how we might make assumptions about the way other people behave.

Slide 16 - Checking Assumptions



How do you prefer to receive critical feedback?

Suggested wording for the facilitator

Many of us do not like to be criticized, but almost all of us do not like harsh or unfair criticism. By considering this question, "How do you prefer to receive critical feedback?" we can consider what would work best for us. Please record your answer in a manner that is so specific that anyone could provide you with critical feedback successfully with no fear of you becoming defensive. For example, include mode of feedback as well as frequency. When you have all recorded your answers, compare the different approaches that you all prefer.

Note to the facilitator

After you have taken up some of the answers, comment on the variety of responses and point out that we need to be aware that different people have different preferences and sensitivities. Ask the participants if they have ever shared their preference for feedback with those who are expected to provide it. Then ask if they have ever asked others to share their preference for receiving feedback from them.

Examples of a response might be:

- I prefer feedback by private email/face-to-face/phone call on a weekly basis/as needed/ immediately after the task or event.*
 - I prefer to hear not only the things I need to work on, but what I have done well.*
- Suggested wrap up wording for the facilitator*

Suggested wrap up wording for the facilitator

Most of us are sensitive to feedback and yet we are all required to receive it as part of our job. Knowing what works and what triggers defensiveness is important for all parties.

Slide 17 - Checking Assumptions

When do you feel that criticism crosses the line into harassment?

Suggested wording for the facilitator

While criticism is necessary in the workplace for feedback and quality assurance, there is a difference between constructive criticism and harassment. Write your answer to this question in your workbook. When everyone is done, take a moment to share your answers.

Note to the facilitator

Our perception of what is appropriate criticism or feedback and what is harassment will vary based on our current state of well-being, our stress level or our history with the individual who is providing the feedback.

As in the previous slide, explore the answers to this question and comment on the different opinions that are shared.

Checking Assumptions

When do you feel that criticism crosses the line into harassment?

www.worldpsychiatry.org/mentalhealth.com All tools and resources are available to anyone, all day, every day, at no charge.

Slide 18 - Checking Assumptions

What do you feel is an appropriate way to express frustration at work?

Suggested wording for the facilitator

Anyone can get frustrated at work. How we express or deal with our frustration can affect others.

Write your answer to this question as honestly as you can in your workbook. When everyone is done, take a moment to share your answers.

Note to the facilitator

Take up the answers to this question after the participants have had sufficient time to discuss. The intent here is to help increase awareness that frustration is part of human expression and not always a personal insult.

Plus: If you have time, ask participants to discuss appropriate ways to express frustration. This can help improve our ability to respond to someone else's expression of frustration, as well as help us develop ways to express our own frustration more appropriately.

Examples of how to manage frustrations at work could include:

- *Taking a break from the situation and not responding right away*
- *Scripting out a response to help manage the situation more calmly*
- *Checking in with a trusted advisor to gain perspective and discuss strategies*

Checking Assumptions

What do you feel is an appropriate way to express frustration at work?

www.worldpsychiatryandmentalhealth.com All tools and resources are available to anyone, all day, every day, at no charge.

Slide 19 - Checking Assumptions

How do you react when your boss or co-workers are frustrated at work?

Suggested wording for the facilitator

For this discussion, we are not talking about when we are frustrated, but rather how we respond to others who may be frustrated.

Think of a time when a co-worker or your boss was obviously flustered or overwhelmed. What did they do and how did you react?

Write your answer to this question in your workbook. When everyone is done, take a moment to share your answers.

Note to the facilitator

Once the participants have had sufficient time to discuss, take up the answers to this question.

Explore the healthiest reactions, which are the ones that acknowledge the frustration of others, but protect one's self from the negative effects.

Checking Assumptions

Institute for
Mental Health
in the Workplace

**How do you react when your boss or
co-workers are frustrated at work?**

www.worldwork.org/mentalhealth All tools and resources are available to anyone, all day, every day, at no charge.

Slide 20 - Checking Assumptions

How do you respond to the negativity of others?

Suggested wording for the facilitator

This question can be different than responding to frustration because negativity may simply be a personality trait or world view. Different people are affected differently by negativity. Some find negativity thought provoking or energizing. Others feel attacked or drained by negativity.

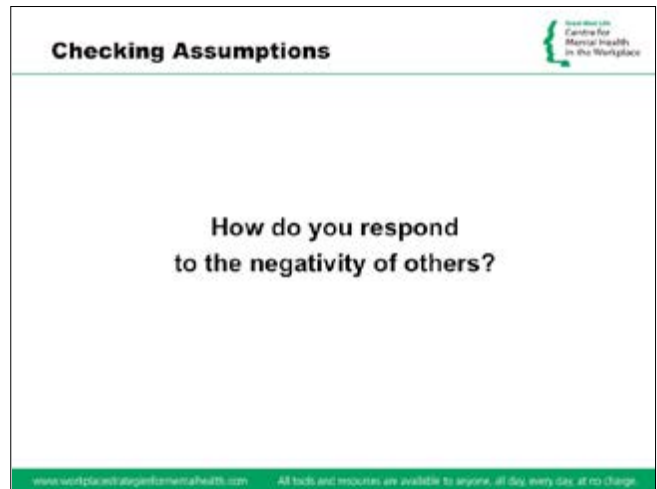
Think about how you respond to someone at work who is very negative about one of your ideas. Write your answer to this question in your workbook. When everyone is done, take a moment to share your answers.

Note to the facilitator

Once the participants have had sufficient time to discuss, take up the answers to this question. If you get some interesting answers, acknowledge these.

If you feel you need to add more, you may want to share that agreeing or disagreeing with negativity often results in more negativity. Agreeing may encourage even more negativity while disagreeing may trigger even more justifying and defending of the negative opinion.

By redirecting negativity towards a solution (What would you do differently?) or not commenting on the subject of negativity but instead redirecting the conversation to the work at hand, the individual can avoid escalating the negativity.



Slide 21 - Checking Assumptions

When do you feel good-natured teasing crosses the line?

Suggested wording for the facilitator

Most of us now recognize when teasing crosses the line to discrimination based on race or religion, but consider when it may be less obvious. Someone who likes to punch your arm or joke about crazy people. Think about when you feel this may be potentially harmful or unwelcome.

Write your answer to this question in your workbook. When everyone is done, take a moment to share your answers.

Note to the facilitator

Our perception of what is appropriate humour, what is teasing and what is bullying can vary based on our current health, our stress level or our history with the individual.

Explore the answers to this question and comment on the diversity of opinion.



The slide is titled "Checking Assumptions" and features the logo of the Institute for Mental Health in the Workplace in the top right corner. The main text on the slide asks, "When do you feel good-natured teasing crosses the line?". At the bottom of the slide, there is a green footer bar containing the website address "www.worldwork.org/mentalhealth" and the text "All tools and resources are available to anyone, all day, every day, at no charge."

Slide 22 - Checking Assumptions

What do you feel constitutes disrespectful behaviour from a manager?

Suggested wording for the facilitator

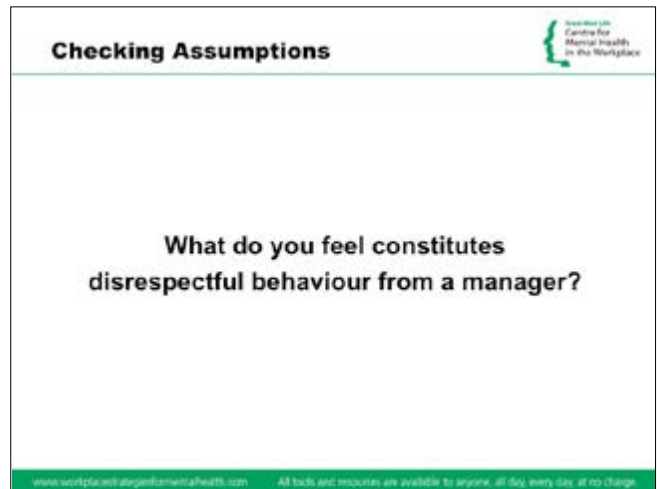
When someone's role involves providing feedback, managing performance and correcting behaviours, there is sometimes a risk of being interpreted as disrespectful. We would not expect this type of feedback or interaction from most people in our lives. Managers must constantly walk the line between doing their job effectively and offending their direct reports.

Write your answer to this question in your workbook. When everyone is done, take a moment to share your answers.

Note to the facilitator

Our perception of what is appropriate behaviour for managers can vary based on our current health, our stress level or our history with the individual.

As in the previous slide, explore the answers to this question and comment on the diversity of opinion. This information could help those in management positions understand how others perceive their actions. If you have the time, you could turn this conversation into developing a list of directives of what makes a respectful manager, especially when dealing with feedback or problem-solving. Ask the group to make the directives measurable, specific, and reasonable given the reality of the role. Consider sharing the list of directives with all managers in your organization.



Slide 23 - Checking Assumptions

In cases where you have experienced or witnessed bullying, what could the bully say or do differently for you to believe the bullying behaviour is no longer happening?

Suggested wording for the facilitator

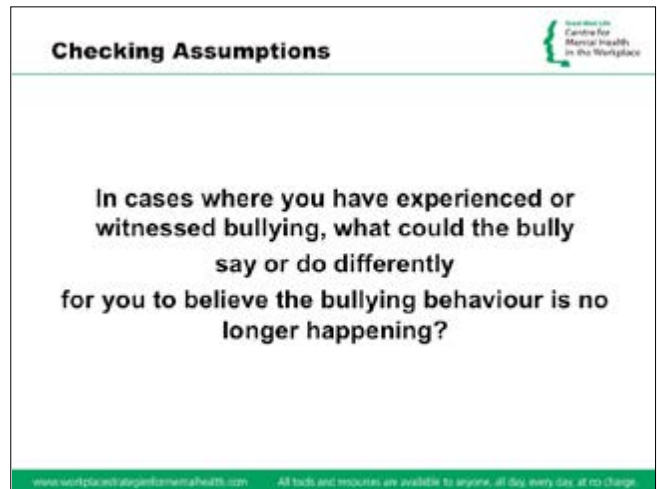
We often judge people based on past behaviours. Even when someone has changed, we may continue to interpret their words and actions based on our assumptions about their motives. For example, someone who jokes around a lot, may not be taken seriously and someone who has slacked off in the past may be assumed to be working less than most people now.

By writing what you would need to see or experience to believe someone who was engaging in bullying behaviour has changed, you are thinking about how we can identify someone who has recognized the impact they made and is making a sincere attempt to do better. Don't write what they are NOT doing. Write what you will be able to hear, see and experience that is specific and measurable. When everyone is done, take a moment to share your answers.

Note to the facilitator

This exercise is intended to explore specific, measurable actions that can be requested from someone who is accused of bullying, whether or not that accusation can be substantiated. This way we ask for a change in behaviour without necessarily needing to blame or shame.

Remind the group to be specific and ensure the difference is objectively measurable. For example, rather than "be nice" you may ask the person to refrain from making critical or demeaning comments in front of others.



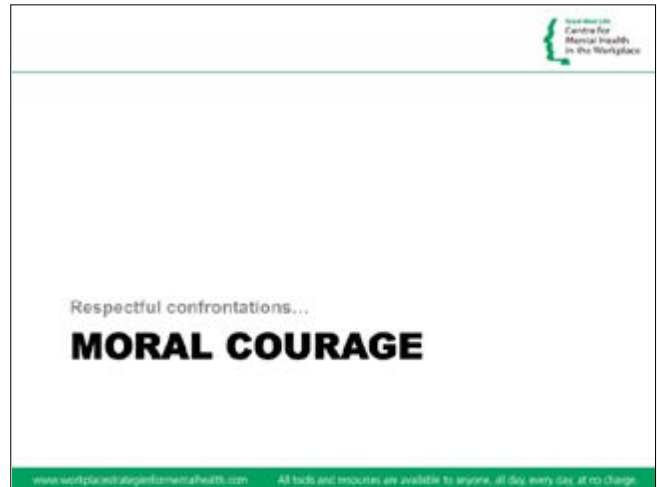
The slide is titled "Checking Assumptions" and features the logo of the Australian Government Department of Health and Human Services. The main text on the slide is: "In cases where you have experienced or witnessed bullying, what could the bully say or do differently for you to believe the bullying behaviour is no longer happening?". At the bottom of the slide, there is a small URL: www.workplace.melb.org.au/mentalhealth/020 and a note: "All tools and resources are available to anyone, at any time, at no charge."

Slide 24 - Respectful confrontations... MORAL COURAGE

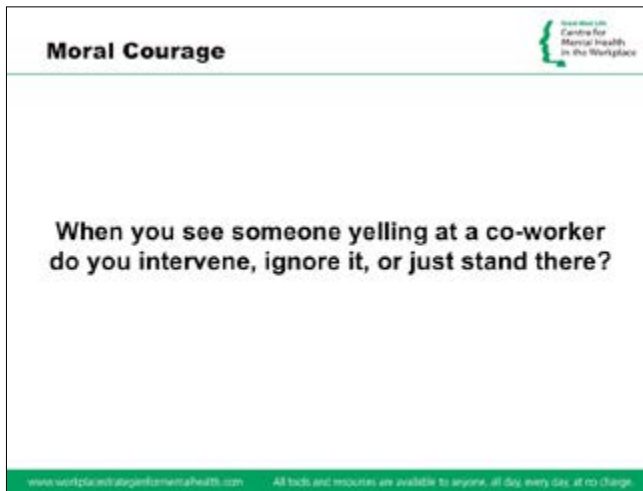
Suggested wording for the facilitator

We have now looked at how others may misinterpret our intentions and how we might make assumptions about the behaviour of others. This awareness can help us to improve our working relationships. But what about when you are witnessing someone else's behaviour and the impact it is having on the person they are interacting with? Are you able to speak up? Do you end up getting angry and confrontational yourself or do you just remain silent? Either of these reactions may allow the negative or harmful behaviours to continue or even get worse.

Having the moral courage to speak up is only half of the skill set needed here. The other half is to speak up or confront the situation in a respectful way; in the way you would expect the other person should be behaving. If we realize that we may be making assumptions about what is going on and that the intention of either party may not be what you are perceiving, we are better equipped to be objective and respond in a supportive, but firm manner to help change the situation from potentially harmful to one that can reinforce good working relationships.



Slide 25 - Moral Courage



The slide is titled "Moral Courage" in the top left corner. In the top right corner, there is a logo for "Innovative Canada for Mental Health in the Workplace". The main text of the slide asks, "When you see someone yelling at a co-worker do you intervene, ignore it, or just stand there?". At the bottom of the slide, there is a green bar with the website "www.workplace.mcgill.ca/mentalhealth.com" and the text "All tools and resources are available to anyone, at any time, at no charge."

When you see someone yelling at a co-worker do you intervene, ignore it, or just stand there?

Suggested wording for the facilitator

Write your answer to this question in your workbook as honestly and objectively as you can. When everyone is done, put down your pen. You won't have to share your answer to this question, but we want you to think about how you actually respond.

Note to the facilitator

We don't necessarily want to have the participants share their answers to this question, as they may be embarrassed that they don't intervene. As they begin this section of self-reflection, move on to the next question.

Slide 26 - Moral Courage

Would your response be different if the person who's yelling is a senior leader?

Suggested wording for the facilitator

Like the last question, we won't ask you to share your answer unless you want to but please write in your workbook as honestly and objectively as you can. When everyone is done, put down your pen.

Note to the facilitator

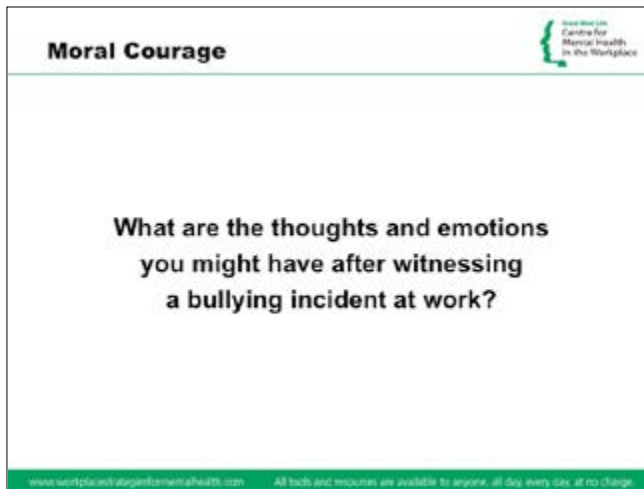
We don't necessarily want to have the participants share their answers to this question, as they may be embarrassed that they don't intervene. If anyone is willing to share, you can open the discussion about how it is often more challenging to intervene when it is with someone who has more power or authority. But if we learn to intervene in a respectful and non-confrontational way, we can do so no matter who the other person is. This is part of developing shared norms for interacting that everyone, including senior leadership, can find acceptable.

You may also want to ask (if your participants are not all senior leaders): Would your response be different if you WERE a senior leader? A discussion about what we would want as a supportive response from senior leaders if it was us who was speaking a little too loudly can help put participants into the shoes of the senior leader and help inform senior leaders about potential responses.



The slide is titled "Moral Courage" in the top left corner. In the top right corner, there is a logo for the "New South Wales Centre for Mental Health in the Workplace". The main content of the slide is the question: "Would your response be different if the person who's yelling is a senior leader?". At the bottom of the slide, there is a green footer bar containing the text: "www.workplacesupportformentalhealth.com All tools and resources are available to anyone, at any time, at no charge."

Slide 27 - Moral Courage



The slide is titled "Moral Courage" in the top left corner. In the top right corner, there is a logo for the "Institute for Workplace Mental Health" with the tagline "Promoting Mental Health in the Workplace". The main text of the slide asks: "What are the thoughts and emotions you might have after witnessing a bullying incident at work?". At the bottom of the slide, there is a green footer bar containing the website address "www.workplace.mentalhealth.com" and the text "All tools and resources are available to anyone, at any time, at no charge."

What are the thoughts and emotions you might have after witnessing a bullying incident at work?

Suggested wording for the facilitator

Write your answer to this question in your workbook as honestly and objectively as you can. When everyone is done, put down your pen.

Include your reaction if you were able to intervene as well as your reaction if you were not able to intervene.

Note to the facilitator

Do not force participants to share their answers to this question, as they may be uncomfortable sharing this information. Ask if there are any volunteers and if not, move on to the next slide or share how you would feel witnessing a bullying incident.

Some people may feel angry or outraged at the bully. Some people may feel sad or embarrassed for the target. Some people may feel helpless or afraid. Sometimes not reacting at all can leave us with regret that we didn't do anything to intervene.

Slide 28 - Moral Courage

What could we as a group decide is a respectful but direct response to emotionally intense behaviours?

Suggested wording for the facilitator

Emotionally intense behaviours can range from frustration to rudeness and incivility. Write some ideas in your workbook about potential responses that recognize someone may be overwhelmed or upset, but reminds them that the behaviour is not appropriate. We are looking for the most respectful way to be reminded that we may be behaving in a way that could be interpreted by others as disrespectful, even if it is not our intention. When everyone is done, discuss your answers with your group. Each group will be asked to share the words they might use to intervene.

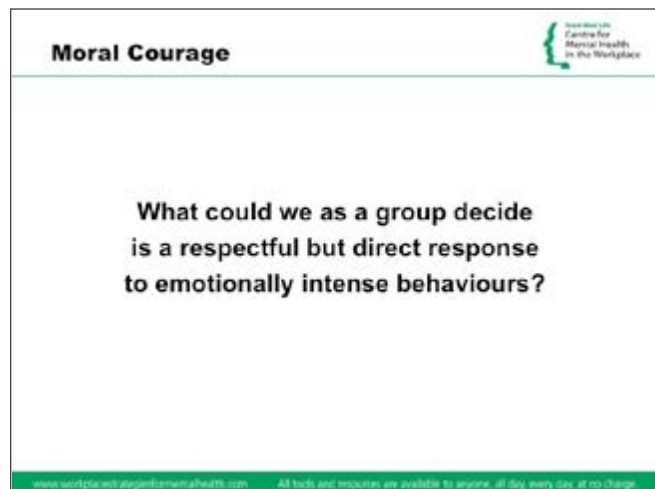
Think about how you would respond to someone saying those words to you. Would it feel supportive or like you were being attacked? We will take up each group's best answer when you are done.

Note to the facilitator

Encourage conversation to come up with possible responses.

If you have time, you can take up all the answers and then have people discuss which one's might work best in your environment and why.

If your group can agree on one response, you may wish to further explore the expectations about how you would offer this response and how you would respond when someone has offered it to you.



The slide is titled "Moral Courage" in the top left corner. In the top right corner, there is a logo for the "Workplace Centre for Mental Health in the Workplace". The main content of the slide is a large text box with the question: "What could we as a group decide is a respectful but direct response to emotionally intense behaviours?". At the bottom of the slide, there is a green footer bar containing the website address "www.workplacecentreformentalhealth.com" and the text "All tools and resources are available to anyone, at any time, at no charge."

Slide 29 - Have the team create their own... WORKING AGREEMENT

Suggested wording for the facilitator

Next I want to share with you the outline for a process that can result in a working agreement for your team. This helps define how we agree to interact with each other on a daily basis. It will guide us on how to recognize when we may be having a negative effect on others, how to question our own assumptions about the behaviour of others, and how to use moral courage and respect to help those who may be at risk of violating the agreement we develop. It really is an agreement about how team members will interact going forward for the purpose of us having the best working environment we can have.

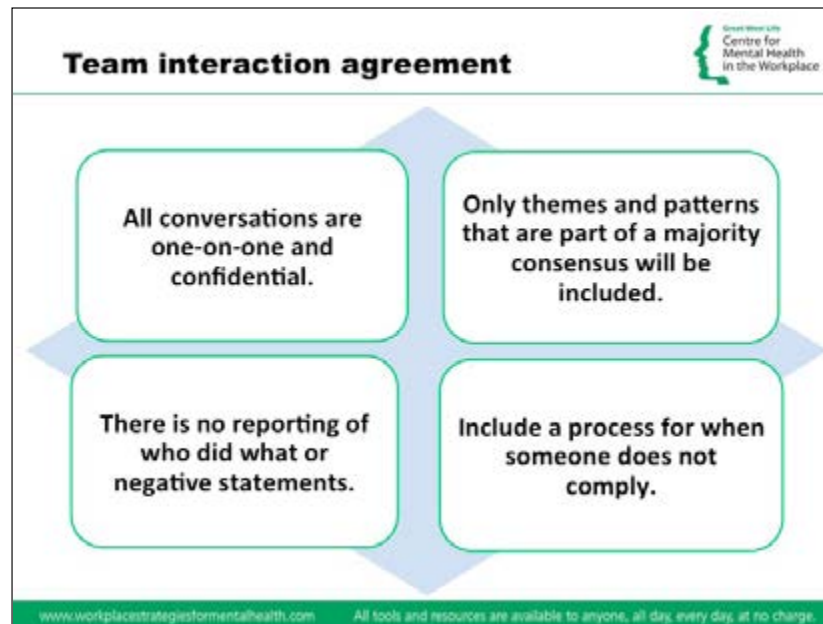
The dynamics of any group depends on the members in it and how they interact. As a result, no two working agreements are usually the same.

Note to the facilitator

The following slides explain the process for developing an agreement. It is not intended that you are going through the process at this time since it is based on private one-on-one conversations. It is intended to make people comfortable with the process so you can make it happen going forward.



Slide 30 - Team interaction agreement



Suggested wording for the facilitator

This process is intended for groups that interact on a regular basis such as teams or departments. The shared culture and daily interaction will allow the resulting approach to be relevant to the participants.

There are four key principles of this process to keep in mind:

- All conversations to gather feedback are one-on-one and confidential. There is no attribution to any one person.
- The agreement includes only themes and patterns that are part of a majority consensus. If one person has an idea that is not shared with the majority, such as serving chocolate for breakfast each morning, it will not make the report. This also helps you to see which of the points that you brought up were also shared by many of your co-workers. These will be the ones included in the final agreement.
- There is no reporting of who did what or negative statements. While you are free to share your concerns and observations in the conversation, what gets written up is only the agreed-upon positive actions going forward.
- We will develop and include a process for when someone does not comply with the final agreement. It is important that we all know and agree on how this will be dealt with and that there is someone with both the authority and will to act if this happens.

The goal is to provide an agreement that works for your team, helps to allow everyone to enjoy coming to work and supports everyone to do work effectively.

Slide 31 - Process for developing an agreement about team interaction

What is already good about how people interact in this workplace?

Suggested wording for the facilitator

The first question you would be asked in your private meeting would be, *What is already good about how people interact in this workplace?* We don't want to inadvertently get rid of what we value. So we make sure to identify what we would rather not change.



Slide 32 - Process for developing an agreement about team interaction

What needs to happen differently to make this a place where you are supported to do your best work every day?

Suggested wording for the facilitator

The second question you would be asked is, *What needs to happen differently to make this a place where you are supported to do your best work every day?*

This is your chance to provide as many creative solutions as possible. Here we are looking for answers that are specific, reasonable in our work context, and measurable so that we can know if it is happening or not. For example, we would not want to include a statement such as, everyone should be nice. Who knows what nice means to me or you, or how to measure it?

Instead, we might include a statement such as, *we will acknowledge people that walk into a room we are currently occupying.* Something that is specific and measurable.



Slide 33 - Process for developing an agreement about team interaction

What are you personally willing to do differently or continue to do to contribute to great working relationships with everyone?

Suggested wording for the facilitator

The third question you would be asked is, *What are you personally willing to do differently or continue to do to contribute to great working relationships with everyone?*

This is intended to identify the personal contribution each of us can make to improve working relationships. Some of you will say that you already do all you can do, and that's okay. You will be asked to identify those things that you currently do. Like the other questions, this one will seek answers that are specific, reasonable in our workplace, and measurable. It will be important that this question apply to everyone you work with, not just those who are currently in your circle of friends.

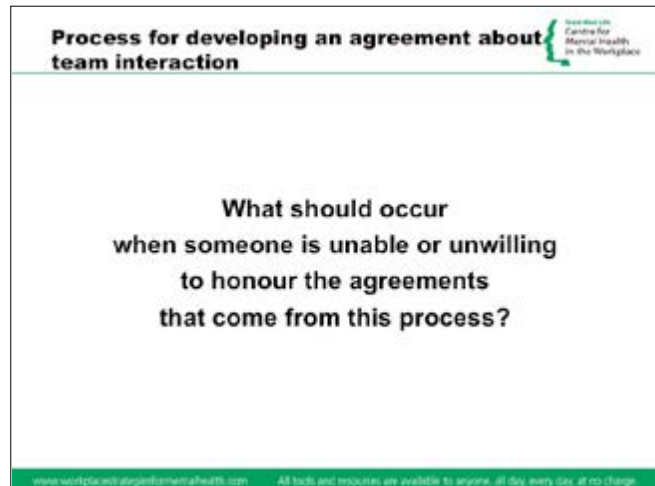


Slide 34 - Process for developing an agreement about team interaction

What should occur when someone is unable or unwilling to honour the agreements that come from this process?

Suggested wording for the facilitator

The final question you would be asked is, *What should occur when someone is unable or unwilling to honour the agreements that come from this process?* This is intended to develop a process that is understood by everyone in advance in the case where someone violates the agreement. This approach can range from a gentle reminder to progressive discipline.



The point is to be clear, so that no one is surprised by the response. Everyone should know there will be a response and that behaviours that are harmful will not be allowed to continue. Of course we will respect all labour laws and collective agreements where they apply. But this level of intervention is focused on helping the team stay on the track they have chosen for themselves.

Note to the facilitator

If you are going to proceed with the process for developing an agreement, let people know the details now. This can help them prepare for their private interview.

Slide 35 - Just one more thing...

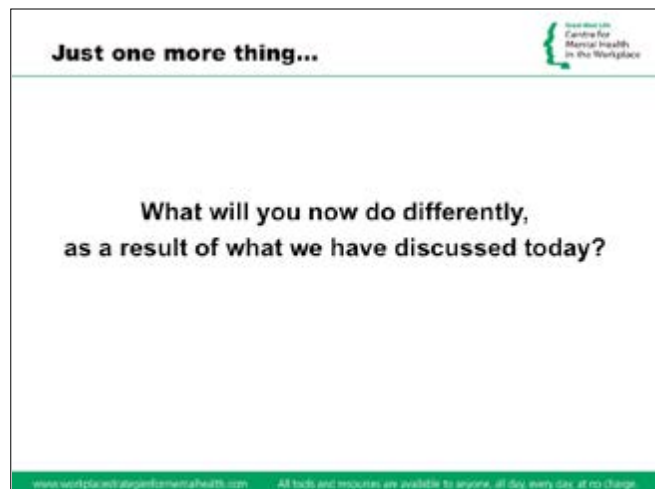
What will you now do differently, as a result of what we have discussed today?

Suggested wording for the facilitator

Take a moment now and record in your workbook at least one thing that you will do differently at work, as a result of what we have discussed today. We will take up the answers when you are done.

Note to the facilitator

If you have time, take up all of the answers by going around the room. This reinforces the desire to take action on the part of each participant. If you are short of time, just ask a few volunteers to share their answers. Then wrap up.



Slide 36 - Creating awareness about bullying

Want to learn more?

For free tools and printable resources, visit:
www.workplacestrategiesformentalhealth.com

Suggested wording for the facilitator

If you want more information about responding to bullying and harassment or other resources related to workplace mental health or psychological health and safety, I encourage you to check out the Great-West Life Centre for Mental Health in the Workplace's website www.workplacestrategiesformentalhealth.com, where the material we've gone through today came from.



The actual page that includes these resources is at: Workplace Strategies for Mental Health.com, under Free Training and Tools, under Workplace Bullying Awareness.

Thank you for working with me to help increase our awareness and understanding of how we interact in the workplace and the impact we may have on each other.

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